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Ontario Department of Education

REGULATIONS AND COURSES OF STUDY

OF THE

University of Ottawa Normal School

FOR

INTERIM FIRST CLASS and
INTERIM SECOND CLASS CERTIFICATES

PRINTED BY ORDER OF
THE LEGISLATIVE ASSEMBLY OF ONTARIO

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Ministry of Education, Ontario
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IMPORTANT NOTICES

(1) Under the present regulations provision is made for a two-year Normal School Course leading to a teacher's certificate, valid for life upon good behaviour. Candidates who complete successfully the course of the first year will be granted Interim Certificates valid for four years. The holder of an Interim Certificate who has taught successfully thereon for at least two years may be admitted to the course of the second year to train for a permanent certificate.

(2) Applications for admission to the courses for First Class and Second Class Certificates, valid in schools which are attended by French-speaking pupils and in which French is a subject of instruction with the approval of the Minister of Education, shall be made to the Deputy Minister not later than August 24th on a form to be supplied by him. Applicants who fail to comply with this provision will forfeit their claim to admission.

REGULATIONS AND EXAMINATIONS

LOCATION

1. The course for Interim First Class and Interim Second Class certificates, valid in schools which are attended by French-speaking pupils and in which French is a subject of instruction with the approval of the Minister of Education, is given at the University of Ottawa Normal School at Ottawa and the Separate Schools which are used as Model Schools in connection therewith.

CONDITIONS OF ADMISSION

2. For admission to the First Class course, an applicant shall submit with his application *one* of the following:

(1) A certificate that he holds a degree from a British University, with standing in English satisfactory to the Minister.

(2) Certificates that he has passed the Departmental examinations in the following subjects of the Upper School course:

English Literature, English Composition, History, Algebra, Geometry, French Literature, French Composition, and in one of the following: Trigonometry, or Upper School Biological Science (Botany and Zoology), or Middle School Physical Science (Physics and Chemistry) (Circular 46).

For admission to the Second Class course, an applicant shall submit certificates that he has passed the Departmental examinations in the following:

(*a*) Subjects of the Lower School Course:
Arithmetic, English Grammar, Art, Geography, Physiography, British History, and French Grammar (Circular 46).

(*b*) Subjects of the Middle School Course:
English (Literature and Composition), French (Literature and Composition), Algebra, Geometry, Canadian History, Ancient History (Circular 46).

NOTE—(1) Candidates who obtained standing in the Lower School course in Canadian History prior to 1929 will not be required to pass the Lower School examination in British History.

(2) Candidates who obtained standing in the Middle School examination in British History prior to 1929 will not be required to pass the Middle School examination in Canadian History.

OTHER REQUIREMENTS

3. Each applicant for admission shall also submit the following documents on official forms to be supplied to him on application to the Deputy Minister:

(1) A statement signed by himself that he applies for admission with the intention of teaching at the earliest opportunity.

(2) An agreement that, if successful in obtaining a teacher's certificate, he will teach thereon for at least the first year of his subsequent teaching experience in the provincial schools of Ontario in which the certificate is valid.

NOTICE—A violation of this agreement renders the certificate invalid.

(3) A certificate from competent authority that he is a British subject, and either a certificate from the Deputy Registrar-General of Births, Parliament Buildings, Toronto, or a declaration by one of the parents or other relative or other person cognizant of the fact, that the applicant will be at least eighteen years of age before the close of the session.

(4) A certificate from a clergyman or other competent authority that he is of good moral character.

(5) A certificate from a duly qualified medical practitioner that for the purposes of this certificate he has made a careful examination of the applicant and certifies as follows:

(*a*) That he is free from heart disease or any other serious organic affection;

(*b*) That he is free from pulmonary affection, defective hearing, or seriously defective eyesight, or abnormal conditions of appearance which would interfere with his work as a teacher; and

(*c*) That in other respects also he is physically able for the work of a teacher as prescribed in the courses of study of the Normal School and of the provincial schools represented in the certificate for which he is a candidate. [See also Regulation 5 (6)].

APPLICATION FOR ADMISSION

4.—(1) Application for admission, accompanied by the documents prescribed in 2, 3 and 4, shall be made to the Deputy Minister not later than August 24th, on a form to be supplied by him. On receipt thereof the Deputy Minister will send the applicant a card of admission to the course for which he is an applicant, and, without this card, he will not be admitted.

NOTICE—Candidates who fail to comply with the above regulations will forfeit their claim to admission to the course.

(2) Candidates who have appealed against the results of the midsummer examination should apply for admission as above. If successful they will be admitted on the same terms as other applicants.

DUTIES OF STAFFS

5.—(1) Subject to the Regulations and to the approval of the Minister of Education, the Principal shall prescribe the duties of his staff and be responsible for the efficiency of the Normal and the Model Schools. The other members of the staff shall be subject to his authority.

(2) As part of his work of supervision the Principal shall inspect the Normal and the affiliated Separate Schools as early as practicable in the beginning of

each session, and shall prepare a detailed report thereon for the consideration of the Directors of English Instruction and French Instruction at their official visits. In the event of immediate action by the Department being, in his judgment, necessary in any case, the Principal shall submit promptly a special report thereon for the consideration of the Minister.

(3) Subject to instructions from the Minister, Normal School masters, to be designated by him each year, shall visit, in company with the Public School Inspector, rural schools in the district in which the Normal School is situated. Such masters shall submit, within a fortnight after their visit, a report of their observations for the consideration of the Minister and the whole staff of the Normal School.

(4) Subject to instructions from the Minister, each member of the Normal School staff shall take part in the work of the Teachers' Institutes at such dates as the Minister may arrange.

(5) (*a*) Concerted work on the part of the Normal and Model Schools shall be secured by frequent conferences of the staffs of both schools.

(*b*) Especially at the beginning of each session, the Normal School master who takes the Science of Education and the other members of the Normal School staff shall discuss with the staffs of the Model Schools the subjects of General Method and Child Study as set forth in the course in the Science of Education, and both staffs shall organize and conduct the work for Observation and Practice-teaching so as to secure a proper co-ordination between it and the Principles of Method as developed in the Normal School classes.

NOTE—It is to be understood that the aim of these discussions is not to set up a rigid uniformity of procedure in Observation and Practice-teaching, but rather to establish an intelligent connection between theoretic principles on the one hand and their practical applications on the other.

(6) When, notwithstanding the certificate prescribed in Regulation 3 (5) a teacher-in-training is reported to the Minister by the Principal as being physically unfit, the Minister may order a special medical examination of such teacher-in-training, and, as a result thereof, may direct the Principal to dismiss him from attendance.

(7) The Principal shall, at any time during the session, exclude from any of the courses teachers-in-training whose class work, in his judgment, shows them to be unduly defective in scholarship or whose conduct or progress is unsatisfactory.

(8) As soon as the organization of the Normal School is completed, the Principal shall direct the attention of the teachers-in-training to the regulations that prescribe their duties and responsibilities while in attendance at the Normal School.

DUTIES OF TEACHERS-IN-TRAINING

6.—(1) Teachers-in-training shall board and lodge at such houses only as are approved of by the Principal.

(2) They shall attend the classes regularly and punctually, and shall submit to such discipline and direction as the Principal may prescribe.

(3) All teachers-in-training are required to review, before the session opens, such Public and High School courses as are academic bases of the professional courses represented in the certificates for which they are candidates.

TEXT-BOOKS

7.—(1) The text-books for the academic work shall be those prescribed in each subject for the High Schools.

(2) The academic text-books which form the bases for the professional work in the course shall be the text-books prescribed for the Courses of Study of the Public and Separate Schools.

(3) The professional text-books are those whose titles are printed in *italics* in the course of study for the Science of Education.

(4) The teacher-in-training is required to provide himself with a copy of each of the text-books, academic and professional, connected with his course.

LIBRARY

8. Under the direction of the members of the staff, the Library shall be constantly used for consultation by the teacher-in-training. To this end it contains a supply of books of general literature, the principal magazines and educational journals, and an adequate number of copies of each of the most important professional books of reference, a list of which is given in the course of study.

RELIGIOUS INSTRUCTION AND THE LITERARY SOCIETY

9.—(1) Religious instruction shall be provided under the direction of the Principal.

(2) A Literary Society for general culture and for professional advancement shall be established, and shall be fostered by the staff as an important part of the Course of Study. All the teachers-in-training shall become members of this Society and shall attend the meetings regularly. The programmes for the meetings should include essays, debates, recitations, and the reproduction of suitable scenes from standard plays. Special lectures may be provided by the Minister.

PROGRAMME OF STUDIES

First Year Course—First and Second Class Certificates

10.—(1) The Courses of Study shall consist of the following as defined herein:

Group I—

Section A—The Science of Education, School Management, English and French Literature and Advanced Reading, English and French Composition, English and French Grammar, Arithmetic, History, Geography.

Section B (for First Class candidates only)—Algebra, Geometry, Advanced English, Advanced French.

Group II—

English and French Primary Reading, English and French Spelling, Nature Study, Vocal Music, Art, Writing, Physical Culture, Hygiene.

Group III—

Observation and practice-teaching in the various Forms of the Model Schools.

Group IV—

Library methods, religious instruction, and the work of the Literary Society.

(2) Concurrently with the special methodology of the courses, there shall be a review from the standpoint of pedagogy of the academic subjects of the Course of Study of the Public and Separate Schools. There shall also be made, at such stage or stages of the course as the Principal may decide, such an extension of the academic course as time will permit in each of the following subjects:

Literature, Reading, Writing, Art, Vocal Music, Hygiene, Physical Culture.

MODIFICATION OF THE COURSES

11.—(1) The course in Reading shall include practice therein in the Literature class throughout the whole of the session.

(2) In the case of individuals who require additional provision, the course in Writing shall be accompanied and followed by home exercises directed and examined by the master so long as he may deem it necessary but not beyond the date of the examination therein.

(3) The course in Spelling shall be taken up at the beginning of the session and shall be for the instruction and the guidance in self-improvement of the teacher-in-training in this subject.

(4) Students who hold Provincial professional certificates in Physical Culture, Art and Vocal Music, may be exempted from examination in said subject or subjects, but will take the observation and practice-teaching in the subject or subjects concerned.

(6) In the oral examinations and exercises in Vocal Music the instructor will give due consideration to the claims of the candidates who report themselves as incapable of learning to sing, provided that such claims are presented to the instructor at the beginning of the session. In no case, however, shall such consideration involve exemption from attendance at the classes or from the written examinations in the subject. If any candidate is unable to teach music that fact will be stated on his certificate.

ORDER AND GROUPING OF THE COURSES

12.—(1) In determining the order and the grouping of the courses, due regard shall be had to the character of each subject and to the logical development of the courses.

(2) So far as conditions permit, the programme of instruction shall be organized on the basis of intensive study of a few subjects at a time.

(3) The principle of correlation shall be kept constantly in view as being of special importance in the methodology of each of the courses.

(4) (*a*) The courses in Science of Education, School Management, Literature, Composition, Grammar, Arithmetic, Music, Art, and Physical Culture shall begin at the opening of the session and shall continue until completed.

(*b*) The courses in the other subjects shall begin at such dates as the Principal may decide in accordance with the requirements of the courses and of the general organization and shall continue until completed.

(*c*) The courses in Primary Reading, Spelling, Writing, Hygiene, Science of Education, History, School Management (special), and English (special) shall be completed by the end of February. The courses in the other subjects shall be completed within the third term.

(5) The course in the Special Methodology of each subject shall be introduced by a few lessons of a general character, embracing the application of the principles of General Methodology to the teaching of the subject. These introductory lessons shall be followed by a series of a more detailed character, dealing with:

(a) **The selection and the organization of the subject matter for the school forms, taken in order, from the standpoint of presentation to the pupils.**

(b) **The discussion of methods of teaching, including typical lesson plans, accompanied by an academic review of the Public and Separate School courses and by the prescribed extension of the academic courses.** [See Regulation 11 (2) above.]

(c) **The various courses shall be taken up in terms of the Public and Separate School Courses of Studies, the provisions of which shall be constantly kept in mind.**

(6) From time to time the master in charge of a subject shall review his work with a further extension of the most important topics; but the responsibility for keeping up his knowledge of each course devolves upon the teacher-in-training himself.

APPORTIONMENT OF TIME

13. The programme of instruction for each class in the course of the first year, exclusive of observation and practice-teaching, will require about thirty class-periods of forty-five minutes each weekly, or the equivalent thereof, during

the session. The Literary Society shall hold one meeting a month, the work to begin as soon as the organization of the Normal School is completed and to continue until the special preparation for the June final examinations begins. The total number of periods for each subject shall be as nearly as practicable as indicated below.

The class-periods shall be distributed among the various courses for the Interim First Class certificates, exclusive of observation and practice-teaching approximately as follows: Science of Education, 60; School Management, 50; English Literature, 45; English Composition, 50; English Grammar, 50; Advanced English, 30; English Reading, 35; French Literature, 45; French Composition, 50; French Grammar, 50; Advanced French, 30; French Reading, 35; Spelling, 20; Arithmetic, 35; Algebra, 25; Geometry, 25; History, 40; Geography, 50; Nature Study, 25; Writing, 25; Art, 35; Music, 35; Hygiene, 25; Physical Culture, 25; Library Methods, 15; Religious Instruction, one period a week.

The class-periods shall be distributed among the various courses for the Interim Second Class Certificate, exclusive of observation and practice-teaching, approximately as follows: The Science of Education, 70; School Organization and Management, 60; Spelling, 20; English Composition, 75; English Grammar, 50; History, 40; Geography, 50; Nature Study, 25; Arithmetic, 70; English Literature, 50; English Reading, 50; French Composition, 50; French Grammar, 50; French Literature, 50; French Reading, 50; Writing, 25; Art, 35; Vocal Music, 35; Hygiene, 25; Physical Culture, 25; Library Methods, 15; Religious Instruction, one period a week.

OBSERVATION AND PRACTICE-TEACHING

14.—(1) In order that the teacher-in-training in the first year may begin early in the Observation and the Practice-teaching, an introductory course shall be taken up in the following order:

(*a*) An outline study of the Principles of Method of such a character that teachers-in-training may, as early as possible, be placed in a position to appreciate the logical order and development of school lessons.

(*b*) A supervised series of not less than eight demonstration lessons in the different Forms of the Model Schools.

(2) One lesson a day shall be given to the work in (*a*), which shall begin as soon as the organization is completed, the total number of lessons being about twenty-five. The demonstration lessons shall begin in the third week and shall continue for about two weeks.

(3) The introductory course in the Principles of Method shall be followed by systematic Observation and Practice-teaching in the Model Schools, supervised by the staffs of the Normal and Model Schools, but each teacher-in-training shall be given an introductory practice-teaching course of at least five lessons, which are not to be taken into account in estimating his final standing.

(4) Each teacher-in-training shall spend at least four periods per week of forty-five minutes each, or the equivalent thereof, in the work of Observation and Practice-teaching.

(5) The teachers-in-training shall be divided into suitable groups, and the work of Observation and Practice-teaching shall be taken up systematically per time-table arranged from time to time. At least that group to which the teacher-in-training belongs shall be present at the discussions on his Observation and Practice-teaching lessons.

(6) (*a*) The Observation and Practice-teaching lessons for each teacher-in-training shall be arranged so as to cover in as many of the subjects as possible the work of the Public and Separate Schools in all grades.

(*b*) The Observation and Practice-teaching lessons provided for in the logical development of the Normal School course shall be supplemented by other lessons in such forms of the Model School as may be available.

(*c*) Continuous practice-teaching for several periods toward the end of the course shall be required, the teacher-in-training being wholly responsible for the management of the class.

(7) Each teacher-in-training shall submit written reports of at least forty observation lessons and shall teach at least twenty lessons in addition to the introductory practice-teaching course. These numbers may be increased, at the discretion of the Principal, to meet the necessities of individual cases.

(8) (*a*) After Christmas, teachers-in-training who have already had experience in teaching may be available for not more than one fortnight each as substitutes in the Separate Schools of the locality (urban or rural) in which the Normal School is situated, subject to arrangement with the Principal of the Normal School; but no allowance for such absence will be made at the final examinations, nor may the leave of absence be extended without the special permission of the Minister.

(*b*) A teacher-in-training who has not had experience in teaching may, if granted permission by the Normal School Principal, serve one week in a Separate School as an assistant to the regular teacher, provided that the latter continues in actual charge of her class room throughout the period of the visit. Such a teacher-in-training may later be available for not more than one week as a substitute in a Separate School of the locality (urban or rural), in which the Normal School is situated.

(9) Teachers-in-training shall be notified by the Principal of the subject and the scope of the Observation lesson, and shall prepare the lesson beforehand. After observing the lesson they shall discuss it with the Model School teacher concerned, or submit a written report thereon.

(10) (*a*) Teachers-in-training shall be notified of the subject and the scope of the practice-lesson by the Model School teacher concerned after consultation with the Normal School master concerned.

(*b*) Teachers-in-training shall prepare a plan of each Practice-teaching lesson and submit it for the consideration of the Model School teacher concerned, before attempting to teach it.

(11) (*a*) The model lessons shall be taught in accordance with the regular programme of the Model School.

(*b*) The Normal School teachers in charge of the academic work in a subject shall develop its details in their teaching order, and after each suitable step shall also themselves teach model lessons both in special classes and in the Model School itself.

(12) (*a*) The necessary applications of the Science of Education and of Special Methodology shall be made systematically by both the Normal School Masters and the Model School teachers in connection with the Observation lessons and the Practice-teaching, so that the course may be taken up in terms of the child's mind and growth. Throughout the course, the master in charge of the Science of Education shall himself formally illustrate by actual teaching the principles he has discussed in class.

(*b*) As far as practicable, it shall be the duty of the Principal and the other members concerned of both the Normal School and the Model School staffs, in accordance with the time-table, to be present at the Observation lessons and Practice-teaching of the teacher-in-training and to make jointly the criticism and the valuation of his work.

SESSIONAL RECORDS

15. The Sessional Records shall consist of the records of the oral and the written class tests, the practical work, the practice in valuing answer papers of Model School pupils, and, where held, the term examinations in the subjects.

FINAL STANDING

16. The final standing of the teacher-in-training in the first year course shall be determined in accordance with the scheme set forth in the Regulations below.

First Class and Second Class Examinations

17.—(1) For the purpose of determining the final standing of teachers-in-training, the subjects shall be grouped as follows:

Group I—

Section A: Science of Education.
School Management.
Literature and Advance Reading (English and French).
Composition and Grammar (English and French).
Arithmetic.
History.
Geography.

Section B: (For First Class candidates only.) Algebra and Geometry.
Advanced English.
Advanced French.

Group II—

Primary Reading and Spelling (English and French).
Nature Study.
Vocal Music.
Art.
Writing.
Hygiene.
Physical Culture.

(2) The final examination papers in Group I will be prepared by the Department and will be uniform for all the schools; the answer papers will be read by the staffs and the results reported to the Department. The examinations in the subjects of Group I shall be held as follows:

(I) In February: Science of Education, Algebra and Geometry, History, School Management (Special), English (Special).

(II) In June: School Management, Composition and Grammar (English and French), Literature and Advanced Reading (English and French), Arithmetic, Geography, Advanced English, Advanced French.

(3) The final examination papers and the other tests in Group II shall be prepared for each school and the results determined by its staff. Copies of the papers and a statement of the other tests shall be sent to the Registrar of the Department on the completion of the examination concerned. The examinations in the subjects of Group II shall be held as follows:

(I) In February: Primary Reading and Spelling (English and French), Writing, Hygiene.

(II) At the completion of the course: Nature Study, Vocal Music, Art, and Physical Culture.

(4) The maximum number of marks for each subject in Groups I and II shall be 200. In Group I, 80 marks shall be allowed for sessional records and 120 marks for the final examination; in Group II, 100 marks shall be allowed in each subject for sessional records and 100 marks for the final examination.

(5) For the accommodation of extra-mural candidates, papers will be set at the June examinations on all the subjects of Groups I and II. Intra-mural candidates who, through sickness or family affliction, are prevented from writing on any or all of the subjects of the February final examinations may write on these subjects in June.

Group III—

Observation and Practice-teaching.

18.—(1) The marks counted in estimating the final standing of a teacher-in-training in Observation and Practice-teaching shall be those awarded him for the lessons following those which form the introductory practice-teaching course. [See 14 (3).]

(2) The maximum marks for Observation shall be 400, and for Practice-teaching 800.

INTERIM CERTIFICATES

First and Second Class

19.—(1) A teacher-in-training who holds the academic requirements of the First Class course and who at the final examinations obtains 50 per cent. of the marks in each subject of Groups I and II and 60 per cent. of the marks in each of the divisions of Group III, may, on the recommendation of the staff, be granted an Interim First Class certificate, valid for four years.

(2) A teacher-in-training who holds the academic requirements of the First Class course and who fails in not more than four subjects of Groups I and II, and who passes in Group III, may be exempted from further attendance and may complete his standing for an Interim First Class certificate by rewriting at one annual examination or, separately, at different annual examinations, the examination in the subject or subjects in which he failed but no allowance shall be made for sessional records at such examination.

(3) A teacher-in-training who holds the academic requirements of either the First or the Second Class course and who at the final examination obtains 50 per cent. of the marks in each subject of Group I, Section A, and of Group II, and 60 per cent. of the marks in each division of Group III, may, on the recommendation of the staff, be granted an Interim Second Class certificate valid for four years.

(4) A teacher-in-training who makes at least 60 per cent. in each division of Group III, and who falls below the 50 per cent. standard in not more than four subjects of Group I, Section A, and Group II, combined, may complete his standing for an Interim Second Class certificate by rewriting the examinations in the subjects in which he fails, but no allowance shall be made for sessional records at such examinations. These examinations may be taken together at one annual examination or separately at different annual examinations.

(5) All other candidates who have failed to obtain the necessary final standing will be required to attend another session, beginning after Christmas vacation and to repeat the course.

(6) Candidates who hold Permanent Second Class certificates with the academic standing required for admission to the course for a First Class certificate will be exempted from attendance, but will take the final examinations in each subject of Group I. They must also satisfy the examiner by practical tests of their ability to teach the subjects of Form V of the Public and Separate Schools, including the subjects of the special course in French as specified in Circular 46. Such a candidate may complete his standing for a First Class certificate at one annual examination or separately, at different annual examinations.

(7) The pass standard for all candidates exempt from attendance is the same as that for students in attendance, but no allowance will be made for sessional work, if any, in the case of candidates not in attendance.

(8) The final examinations in Reading, Vocal Music, and Physical Culture for students exempt from attendance will include written tests, and also practical tests, to each of which 100 marks will be assigned.

(9) Candidates exempt from attendance shall take their practical tests in Group III at such times during the session as may be decided upon by the Principal. They shall take their examinations in the subjects of Groups I and II in June on dates set apart for the examinations, or, in part in June and in part at such times during the session as are set apart for the examinations of candidates in attendance.

APPEALS

20. A candidate who has passed in Practice-teaching but has failed at an examination for a Second Class certificate may have his case reconsidered if, within two weeks after the announcement of the results, his appeal, with a statement of the grounds on which it is based, is lodged with the Deputy Minister, accompanied by a fee of $2.00. This fee will be returned to the candidate if the appeal is sustained.

THE MODEL SCHOOLS

21.—(1) The Principal and teachers of the urban Model Schools shall be subject to the authority of the Principal of the Normal School for the purposes of the Normal School only, and shall discharge the duties required by the regulations of the Department satisfactorily to the Principal thereof. In the event of any dispute between the Principal of the Normal School and any Principal or the teacher of any class in regard to any matter affecting the Normal School, the question in dispute shall be submitted for settlement to the School Board concerned, and, in the event of continued disagreement, to the Minister of Education, whose decision shall be final.

(2) Every teacher of the Model Schools in charge of class-rooms set apart for Observation and Practice-teaching, shall receive the teachers-in-training into his or her class-room for the aforesaid purposes, and all teachers concerned in any way in the courses of instruction required by the Department for the Normal School shall keep such class records and make such reports as may be required by the Minister of Education or the Regulations of the Department.

(3) The Principal of the Normal School shall be permitted on consultation with the principals of the Model Schools to arrange the time-table and such other details of organization as may be necessary for the purposes of the Normal School, and any question in dispute shall be referred to the School Board, and, in the event of continued disagreement to the Minister of Education, whose decision shall be final.

FINANCIAL ASSISTANCE

Conditions under which Financial Aid will be Granted to Students who are in Attendance at Schools taking Academic and Professional Courses for Teachers' Certificates

22.—(1) Assistance will be given only for board and travelling expenses of students who cannot reach the school daily by ordinary means of transportation, such as street cars, buses, commutation tickets on the railroads, etc.

(2) Assistance will be given only in the form of loans, adequately secured, the amount covered by loan to be the actual expenditure for board or travelling expenses as certified by the principal, and in no case to exceed $7.00 per week for board.

(3) Loans may be secured from the Department of Education by students in attendance at the professional classes as follows:

(*a*) At the University of Ottawa Normal School.

(*b*) At the Model Schools at Embrun, Sandwich, and Sturgeon Falls.

(4) Loans may be secured by students who are taking approved Middle School courses in preparation for entrance to the University of Ottawa Normal School, on the following conditions:

(*a*) Students must have completed the Lower School requirements for entrance into the University of Ottawa Normal School.

(*b*) Students must be in attendance at the academic classes maintained by the Department in the training schools in Sandwich, Sturgeon Falls, or Embrun, or at other schools approved by the Minister and inspected by officers of the Department of Education.

(*c*) Students must, unless otherwise directed by the Minister, attend the school nearest their places of residence, and must not enter upon the course without previously applying for and receiving the Minister's approval.

(5) Loans may be secured for students taking Lower School courses in preparation for entrance to a Middle School only under exceptional circumstances and under the following conditions:

(*a*) The students must give evidence to show that Fifth Form classes or other means of instruction in both English and French are not available locally.

(*b*) They must attend either the Sturgeon Falls or the Embrun Model School.

(6) Loans shall not cover courses which extend beyond two academic years and one professional year.

(7) Loans are to be repaid to the Department of Education on the following conditions:

(*a*) The full loan is to be repaid if the students fail to complete courses or to give service as teachers in the schools.

(*b*) Each full year of service will relieve the guarantor of the obligation to pay one-fourth of the loan, so that the loan will be cancelled completely at the end of four years of service.

COURSES OF STUDY

24.—Details of the Courses
Group I—Section A
Science of Education

1. The Nature and Purpose of Education

(*a*) Education as growth; conditions of growth—stimulus and response; varieties of stimuli; types of response.

(*b*) Aims in education; the social aim; the individualistic aim; the true aim, a combination of the best elements of each; examination of various statements of the aim in education.

(*c*) Educational agencies; distinction between formal and informal education; the function of the school, the home, the church, the state, and the vocation as educational agencies.

(*d*) Experience; the function of direct and indirect experience.

(*e*) The school curriculum as an agency in providing the child with useful experience; the course of study as the embodiment of valuable race experience.

2. The Learning Process

(*a*) Learning as habit formation; habits informally developed and consciously acquired; stages in the formation of habit; value of habit.

(*b*) Learning as acquisition of knowledge; principles underlying the process.

(*c*) Learning as acquisition of attitudes; conditions of emotional and volitional growth.

3. The Teaching Process

(*a*) Teaching and habit formation; habit through free expression and conscious effort.

(*b*) Teaching and the acquisition of knowledge:

(i) Lesson units; principles governing selection.

(ii) Lesson assignments; text-book assignments, the Dalton plan, the project assignment, the drill, the review.

(iii) Motivation in the teaching process; adjustment of school lessons to tendencies and capacities; aims in class-room activities.

(iv) The reconstruction of experiences; meaning of analysis and synthesis; interplay of the processes; the so-called "step of preparation."

(v) Particular and general ideas; how acquired; relative importance.

(vi) Expression and application; similarity and difference; phases of reconstruction; importance of exercises in expression and application; relation of expression to impression.

(vii) Historical background of lesson procedure.

(*c*) Teaching and the development of attitudes; the importance of the teacher's personality, association with others, the management of the school, and the course of study in the development of desirable emotional and volitional attitudes in children.

(*d*) Questioning; its value and limitations in leading pupils to acquire knowledge.

(*e*) Written examinations; various types and the particular values of each.

4. Characteristics of Children

The characteristics of children at various stages in their development, and the significance of these characteristics in the selection and presentation of the materials of education and in the management of the school.

Books of Reference:

Ontario Teachers' Manual: *Principles of Method.*
Ontario Teachers' Manual: The History of Education.
Betts: The Mind and its Education.
Pillsbury: Essentials of Psychology.
Halleck: Education of the Central Nervous System.
James: Talks to Teachers.
Raymont: The Principles of Education.
Bagley: The Educative Process.
Thorndike: Principles of Teaching.
Kirkpatrick: Fundamentals of Child Study.
Drummond: The Child, his Nature and Nurture.
Montessori: The Montessori Method.
Sandiford: Mental and Physical Life of School Children.

School Management

Meaning and Aims of School Management: Organization and government; co-operation of educational agencies; the relation of the school to the community; classification; government.

Relation of Management to Method: Adjustment to local conditions; progressive adjustment.

Recitation: Assignment of home and seat work in graded and ungraded schools; how to study; questioning and treatment of answers.

The Child: Health conditions; formation of good habits; the teacher's responsibility; seating; fire-drill; nature and causes of fatigue; moral training.

The Teacher: Qualifications and characteristics of the successful teacher; his duties in relation to the child; parents, and other citizens; his code of ethics.

The Modern School: The building; the class-room; the playground; the equipment; the importance of sanitary conditions.

Organization: Grading of pupils; methods of classification; special problems of schools attended by both English-speaking and French-speaking pupils; "parallel classification"; promotion during and at the close of the school year, dependent upon the pupils' aptitudes and attainments; the care of abnormal children.

The First Day in School: Importance of the teacher's work and attitude on the first day.

The Time-table: Its purpose; the principles involved in its construction; typical time-tables for both graded and ungraded schools.

Records and Reports: Methods of keeping the registers; value of school records; forms of reports.

Discipline: The scope of discipline; its relation to methods of teaching; mechanized daily routine; causes of disorder and inattention; methods of dealing with weaknesses and offences; incentives; penalties.

Problems and Results: Tests of attainments; conduct of examinations; tests for promotion; results of good management.

School Law and Regulations: The Ontario Schools Acts and Regulations in so far as they pertain to the duties of school boards, teachers and pupils.

The following shall be included amongst the topics taken up under School Law and Regulations:

The necessity of making all agreements clear and conclusive. There should be contracts as provided by the statute: to substitute for the contract an agreement made orally or by letter correspondence often leads to misunderstanding and difficulty. Every school register contains two copies of a form of agreement, one for the teacher and one for the Board. Additional copies may be obtained on application to the Department.

Duties and powers of teachers and inspectors: The payments of the Grants and of other matters directly affecting the teacher, trustees and school.

The calling and conducting of school meetings and the consideration of matters incidental thereto, such as the duties of auditors, appeals to inspectors, etc.

Non-resident pupils and the charging of fees.

Penalties and prohibitions regarding the buying and selling of text books and school supplies.

NOTE—Attention should be given in the discussion to the historical development of forms of school organization and management.

BOOKS OF REFERENCE:

Ontario Teachers' Manual: *School Management.*
Ontario Teachers' Manual: The History of Education.
Regulations and Courses of Study of the Public and Separate Schools.
Ontario Schools Acts.

Bagley: Class Management.
White: School Management.
Landon: Principles and Practice of Teaching and School Management.
Freeland: Modern Elementary School Practice.

Special Methodology

English Literature

Introductory: The nature and elements of Literature; its value in developing a taste for the beautiful and the good; special importance of the teacher's own qualifications.

Methods: Primary literature; comparison of value of reading and telling; supplementary reading contrasted with exact study; the extensive and intensive study of literature; the importance and method of memorizing selections; the value of oral reading in the interpretation and appreciation of literature; the importance of the teacher's own ability to read and recite well; the futility of attempts to develop formally the critical sense.

Preparation of the pupils; necessity for preparing a suitable mood for the lesson; the place of the author's biography and of the experience and previous reading of the pupils; preliminary reading of the selection; the main thought of the lesson grasped and the main feeling of the lesson impressed in a more or less definite way through a reading of it; the analysis of a selection into its wider thought elements and feeling elements, and the analysis of these again into their elements; evils of over-analysis; the place of explanation of words and phrases; the use of the dictionary; the relation of the subordinate thoughts and feelings to the unity of the whole; the main thought and feeling of the selection as made definite by the analysis; the oral reading of the selection by pupils after study; the value of oral and written reproduction; suitable seat work; difficulties of examining in literature; specimen examination questions and discussion of their suitability.

Bases of selection of material for the different grades; lists of suitable fairy tales, fables, nature stories, etc., adapted to the lower grades and of works suitable for the higher grades; complete wholes *versus* extracts.

The course shall include a course in literature, in part based on selections in the Readers; directed sessional private reading course; suggestions for future reading; the literary study of the portions of the Bible prescribed by the Department of Education.

NOTE—Teachers-in-training having conscientious objections to the literary study of the Bible are excused therefrom by the Principal.

BOOKS OF REFERENCE:

Ontario Teachers' Manual: *Literature.*
The Golden Rule Books.
MacClintock: Literature in the Elementary School.
Arlo Bates: Talks on the Teaching of Literature.

English Composition

Introductory: The value of language training; the place of a knowledge of the mother-tongue in education; the value of clearness, force, and grace of expression; the formation of habits of speaking and writing good English; the effect of the teacher's example upon the pupil's language; value of reading and of memorizing good literature; importance of libraries for supplementary reading; incidental work in language training; expression as a stage in the development of every lesson; necessity for special exercises in oral and written composition.

Methods: Oral exercises for encouraging pupil's free natural expression and extending his vocabulary; importance of framing questions that will require answers of considerable length; criticism of oral work; the dangers connected therewith and the means of avoiding them; value of formal linguistic exercises; method of correcting errors of speech; relative value of pupil's own language and of special exercises as material for criticism; use of language games; the relation of oral to written composition; the relative values of reading and telling stories; the principles to be kept in view in conducting exercises in written composition; supervision and aid during writing; value of topical outlines; the place of home-work in written compositions; method of correcting written compositions; value of rewriting; difficulties in examining in composition.

Principles governing the choice of topics for the different grades; gathering, selecting and arranging material; class answers as material for oral composition; fairy and folk stories, fables, poems, biographies; descriptions of personal experiences, real and imaginary, and of places, operations and processes of personal interest; striking incidents in the history of the families of the pupils; pictures suggestive of stories, school games, autobiographies of familiar things; themes from minor incidents and from school studies; general themes; letter writing with special attention to form and style; invitations and replies thereto.

The following special methodology of teaching English to French-speaking pupils should be discussed and illustrated; the Natural or Direct method; underlying principles; materials for lessons during first year; method of presentation; necessity of securing clear articulation and correct pronunciation; transition from conversational work of first year to oral composition of second year; methods in written composition; incidental teaching through school directions; value of the use of English as a medium of instruction in various school subjects.

Books of Reference:

Ontario Teachers' Manual: *Composition and Spelling.*
Arlo Bates: Talks on the Writing of English.
The Teaching of English to French-speaking Pupils.

English Grammar

Introductory: The meaning of English Grammar; its relation to composition; reasons for and against retaining it in elementary schools; reasons for deferring the formal study till Form IV; introductory work of Form III to be taken in connection with Composition.

Methods: The lesson plan; necessity of great care in selecting examples; value of function; use of grammatical terminology; definitions, their value, how to be obtained, how to be applied; value of rules of syntax; use and value of our remaining inflections; substitutes for inflections; analysis and parsing, aim and value of each, method of conducting, value of diagrams, oral and written exercises; treatment of false syntax; the review lesson, how to be conducted.

Books of Reference:

Ontario Teachers' Manual: *Grammar.*
Leonard: Grammar and Its Reasons.

Littérature Française

But principal de l'enseignement de la littérature—développement du goût pour les bonnes lectures; développement intellectuel et moral par la littérature.

Genres de littérature: nécessité de trouver des morceaux appropriés à la capacité des élèves des différents cours; la littérature chez les petits—sujets simples qui font appel à l'imagination enfantine; la simplicité du style et de l'intrigue; petites poésies de quelques vers sur des sujets propres à intéresser les enfants; chansons et rondeaux; étude et analyse de morceaux convenables. La littérature dans les cours plus avancés: les deux points de vue (I) faire comprendre, (II) faire apprécier: danger de choisir des morceaux dont le style ou les sentiments sont trop élevés pour être compris ou appréciés par les élèves; analyse de certains morceaux littéraires propres à intéresser les élèves des différents cours.

La leçon de littérature: nécessité d'éveiller chez l'enfant des sentiments qui le porteront à mieux comprendre et à mieux goûter la pièce à étudier; la lecture par le maître—but et importance; la lecture silencieuse par l'élève; l'analyse sous forme de problèmes que l'élève doit résoudre; le plan du morceau—les idées principales autour desquelles se groupent les idées secondaires; l'explication des difficultés; l'étude des caractères; la synthèse, son importance; comment elle doit se faire; la biographie de l'auteur; l'usage du dictionnaire; la lecture orale par l'élève.

La bibliothèque scolaire; importance; le choix des livres; comment stimuler le goût de la lecture.

La mémorisation de morceaux littéraires: avantages à y retirer; qualités que doivent posséder ces morceaux; étude de morceaux appropriés aux différents cours; méthode à suivre pour que l'élève profite de cette étude.

Livres de Référence:

Poèmes pour l'enfance	—Braunschvig.
Pour faire réciter nos petits	—Dès.
Vers et prose pour les petits	—Brès.
Manuel de littérature française	—Desgranges.
L'Art des vers	—Dorchain.

Composition Française

But de l'enseignement de la composition; importance pour toute personne d'acquérir l'art de s'exprimer clairement et correctement par la parole et par

l'écriture; comment la composition doit prêter son concours pour l'acquisition des connaissances dans les diverses matières au programme scolaire; le développement d'un goût littéraire par l'étude de la composition.

La composition chez les petits: étude de l'acquisition du vocabulaire chez l'enfant durant la période préscolaire; motifs naturels qui poussent l'enfant à vouloir savoir, à imiter et à se faire comprendre; besoin de stimuler ces motifs naturels afin de corriger et augmenter le vocabulaire de l'enfant et lui donner des idées; matériel basé sur des motifs de curiosité, d'imitation et d'expression: sujets simples avec intrigues faisant appel à l'imagination enfantine—histoires d'animaux qui parlent, d'êtres inanimés auxquels on prête de la vie, de fées aux baguettes magiques, de forts géants vaincus par des êtres plus faibles; aventures extraordinaires ou drolatiques de petits enfants; récits tirés de l'histoire sainte; narration d'expériences personnelles; jeux et amusements; causeries sur les animaux domestiques ou sur quelques oiseaux bien connus. Exercices de vocabulaire dans le but de corriger et d'augmenter le vocabulaire de l'enfant; noms des objets de la salle de classe, couleur, usage; la maison, parties, pièces, ameublement, etc.; la ferme, bâtisses, animaux, machines agricoles, semailles, récoltes, etc., etc. Réponses de l'élève dans l'enseignement de la composition.

Comment introduire la composition écrite ou rédaction aux élèves du deuxième cours; difficulté aux points de vue orthographique et grammaticale; comment surmonter ces difficultés; la transcription bien faite des leçons de lecture comme préparation à l'étude de la rédaction; transcription de courtes historiettes écrites au tableau noir sous la dictée des élèves; l'enseignement occasionnel de la ponctuation et du paragraphe au cours de ces exercices; petites rédactions de quelques lignes sur des sujets tels que *mon chien*, *ma poupée*, *mon crayon*, *mon cahier*, etc.; petites lettres d'invitation; reproduction par écrit de simples descriptions suggérées par des images.

La rédaction dans les cours plus avancés; programme du deuxième cours adapté aux élèves du troisième cours; reproduction orale et écrite de courtes historiettes racontées par le maître ou suggérées par des images; narration d'expériences personnelles; lettres,; compte-rendu des leçons de lecture, d'histoire, etc. La composition au IVe cours; nécessité pour l'instituteur de tenir compte des trois opérations de la composition: (I) invention, (II) disposition, (III) expression. Choix de sujets: en rapport avec les matières étudiées—littérature, histoire, géographie, etc.; reproduction d'historiettes amusantes racontées par le maître; narration d'expériences personnelles ou imaginaires—un incendie, un accident d'automobile, un sauvetage, etc.; une fête—un anniversaire, un pique-nique, une soirée de famille, etc.; histoire sous forme d'autobiographie d'un pain, d'une table, d'un vieux sou, d'un vieux cheval, etc.; incidents marquants de la vie de l'élève; biographies historiques et bibliques; jeux et amusements divers; lettres; simples descriptions d'un élève, d'un vieillard, d'un animal, d'une vieille maison, etc.; composition d'après image, etc.

La leçon de composition: le choix d'un sujet; la recherche des idées; le plan; l'usage du dictionnaire; la correction; avantage de faire récrire la composition par l'élève; le cahier de composition; la bibliothèque scolaire dans l'enseignement de la composition.

N.B.—Le professeur fera, avec les élèves, une étude détaillée du programme de composition française inscrit dans la circulaire 46.

Livres de Référence:

La rédaction française—F.S.C.
Méthodologie générale et spéciale—Ross.
Pédagogie vécue—Charrier.
Comment raconter des histoires à nos enfants et quelques histoires racontées, 1e et 2e séries—Bryant.

Grammaire Française

Importance relative de l'enseignement de la grammaire à cause des nombreuses inflexions que l'oreille ne peut saisir et des fautes grammaticales dans le langage courant.

Nécessité de commencer tôt l'enseignement de la grammaire; la matière à enseigner au début—nom, pronom, adjectif, verbe; comment rendre cet enseignement simple, intuitif et pratique, en évitant l'emploi de termes grammaticaux que les élèves ne peuvent comprendre; le vocabulaire des exercices d'application; importance de la conjugaison orale de verbes que l'enfant du 1er cours emploie souvent incorrectement dans sa conversation ordinaire tels que *aller*, *arriver*, *venir*, *asseoir*, etc.; comment simplifier l'enseignement du verbe pour permettre à l'élève du IIe cours de profiter des leçons.

La grammaire dans les cours plus avancés; méthode inductive-déductive pour l'enseignement des règles et des définitions; programme de IIIe cours—revue plus détaillée du programme du IIe cours avec attention particulière à l'étude du verbe; étude systématique et complète des éléments de la grammaire avec les élèves du IVe cours; ordre logique à suivre dans l'enseignement du verbe; temps primitifs et temps dérivés; les verbes irréguliers; le participe présent et l'adjectif-verbal; les règles principales de l'accord du participe passé et comment les enseigner; l'analyse logique et grammaticale—utilité au point de vue de la compréhension et de l'application des règles; la grammaire et l'orthographe—nécessité de faire une corrélation constante de ces deux matières dès que l'enfant commence l'étude de la grammaire.

N.B.—Chaque élève devra se procurer les deux nouveaux manuels "Orthographe française," autorisés par le Ministère de l'Instruction publique et faire une étude des méthodes suggérées pour l'enseignement de la grammaire aux élèves du premier, deuxième et troisième cours.

Livres de Référence:

Traité de pédagogie—Carré et Liquier.
Pédagogie vécue—Charrier.
Traité de pédagogie—Haustrate et Labeau.
Méthodologie générale et spéciale—Ross.
Méthodologie spéciale—F.E.C.

Arithmetic

Methods: The development of the number idea; the unit, its nature and use; the necessity for standard units; the ratio idea of number.

Analysis and synthesis, induction, and deduction, illustrated and applied; use of graphic methods and of concrete material; use of prescribed apparatus; drill and devices to secure accuracy and rapidity in computation; importance of oral arithmetic.

Essentials of proper solutions, criticism of solutions; type solutions, unitary method; simple problems involved in complex; solutions by full analysis and by performing only necessary operations; selection of problems.

The various arithmetical operations and their application, with special stress upon the elementary work:

Counting; measuring with standard units; numbers from 1 to 10, from 10 to 20, etc.; number pictures; notation and numeration.

Addition: addition tables; order of exercises; devices.

Subtraction: additive and decomposition methods; order of exercises; devices.

Multiplication: relation to addition; tables; order of exercises.

Division: relation to multiplication; short and long processes; order of exercises; factors and factoring; cancellation; division by factors; checking.

Measures and multiples.

Fractions: different interpretations; notation; operations; decimal fractions, correspondence of methods with those of integers.

Compound rules; tables of weights and measures; reduction; metric system.

Percentage: application to profit and loss, trade discount, commission, insurance, taxes, interest, discount, etc.

Mensuration: the areas of rectangles, triangles and circles; the volumes of rectangular solids, prisms, cylinders, and cones.

Square root.

Book of Reference:

Ontario Teachers' Manual: *Arithmetic.*

History

Introductory: The special value of Canadian and British History.

What makes an event important?

Natural attractiveness of biography and its relation to history; the effect of the study of biography on the development of character.

The relation of epochs to biography; systematic chronological study of history, its value and its dangers; the causal sequence of events.

Ends to be kept in view in teaching civics.

Methods: Special necessity for the adaptation of the teaching of history to the different stages of the pupil's mental development. The picture and story stage; a methodically arranged series of picturesque biographies graphically narrated; no text-book. The information stage an introduction to history proper, methodically presented; external and picturesque side made prominent, with emphasis on biographical and social aspects; introduction of history readers and biographies in the library. The reflective stage; the study of simple causal relations and of the origin, development, and inner life of our civil institutions.

The recitation, its form and purposes; oral teaching and blackboard work by teacher; oral and written exercises by pupils at seat and at home; the use of pictures, maps, etc., of readers, of the text-book, and of current journals and periodicals.

The selection and arrangement of the following topics for the different grades:

History of the aborigines; local history, beginning with the pioneers; current history.

Characteristics of peoples, as those of the United States, Japan, China, Germany, France, Italy, Quebec.

Suitable biographies for different grades, as the lives of explorers, navigators and soldiers for primary grades; of statesmen, poets, scientists, inventors, etc., as representing more complex condition, for higher grades.

The main epochs in British and Canadian History.

Civic institutions as appearing in their lowest forms among primitive peoples; the beginnings of governments, courts, school systems, farms, factories, routes and means of transportation, etc.; present forms of civic institutions.

Mythology, ballads, orations, epics, legends, tales of chivalry, narrative poems and historical novels; character of history readers and of supplementary works for the different grades.

Significance and value of the flag.

The causes and main events of the recent Great War.

Books of Reference:

Ontario Teachers' Manual: *History.*
Johnson: Teaching of History.

Geography

Methods: The order of development in rural and urban schools; the use of maps, globes, pictures, blackboard drawings, natural objects, specimens of products, lantern slides and stereoscopic views; modelling, map-drawing, scales and projections; weather observations and records, simple experiments in explanation of natural phenomena; excursions in connection with observations in local geography; inter-school correspondence; the use of the reference library, books of travel, geography readers, newspapers and periodicals, etc.; common mistakes in teaching geography and means of avoiding them; the relation of physical to commercial geography.

A review of the following topics together with the selection and the arrangement of subject-matter suitable for the different grades. The earth's surface and the changes wrought thereon by the various agencies; rock formation and disintegration; origin, formation and composition of soils; distribution of mineral deposits, including local deposits of building material, as marl, limestone, brick, clay, sand and gravel, and also of plant and animal life; the relation of the earth to other heavenly bodies; weather and climate; man's relation to the rest of the world; interdependence of nations; commercial and political geography; the relation of geographical conditions to historical events and to the development of nations.

Books of Reference:

Ontario Teachers' Manual: *Geography.*
Geikie: Teaching of Geography.

SECTION B

For First Class Candidates Only

Algebra

Arithmetical algebra; transition from arithmetic to algebra; generalization of language and of method; the introduction and defining of symbols; their negative quantity; the simple rules; the distributive law; commutative law, index law, sign rule; the equation and its place in algebra; factoring; highest common factor and lowest common multiple; use of detached coefficients; classes of simple equations; symmetry and its applications in elementary algebra; square root and its method of dealing with problems and the object to be kept in view in their solution; verification of results; correlation of algebra and geometry; graphical methods of illustrating formulae and of interpreting the roots of equations; the theory of fractional negative indices; surds and surd equations; quadratic equations of one and two unknowns; theory of quadratics; simple ratio and proportion; typical lesson plans.

Books of Reference:

Schultze: The teaching of Secondary Mathematics.
Smith: The Teaching of Elementary Mathematics.
Young: The Teaching of Mathematics.

Geometry

The course includes the following topics:

Practical geometry to precede the theoretical; use of instruments; paper-folding; necessity for accuracy; distinction between practical geometry and geometrical drawing; practical problems in the solution of triangles and in measuring heights and distances; limitations of appeals to the concrete; value of experimental proofs; need of clear and definite conceptions of the fundamental truths; the place of the definitions and axioms; when and how they should be introduced; the proposition; home-work and class-work; the analytic-synthetic method of dealing with propositions and deductions; the comparative values of propositions and deductions; the comparative values of propositions and exercises; how to get pupils to work original exercises; necessity of original work from the beginning of theoretical geometry; the indirect method of demonstration; methods of class-teaching; importance of note-books for pupils' exercises; the grouping and relating of propositions; practical application of algebraic solutions; Euclid's method compared with modern methods; method of teaching the more important propositions and exercises in Book I of the authorized text.

Books of Reference:

Schultz: The teaching of Secondary Mathematics.
Smith: The Teaching of Elementary Mathematics.
Young: The Teaching of Mathematics.

Advanced English

The study of literature in this course is to be extensive rather than intensive, and large use should be made of the library in connection therewith.

The course is as follows:

Shakespeare: The Tempest.
Addison: Sir Roger de Coverley.
Hardy: Far from the Madding Crowd.
Thackeray: Henry Esmond.
Keats: The Eve of St. Agnes.
Ode to a Nightingale.

Examples (to be selected by the teacher) of the following: ballad, lyric, sonnet, elegy, ode, pastoral poem, blank verse. Spenserian stanza.

Scansion of simple poetry.

Cours Supérieur de Littérature Française

(*a*) Étude générale des ouvrages suivants:

Pièce de Théâtre
Corneille—Cinna.

Poésie:

Boileau—Passage du Rhin.
Chénier—Derniers vers.
Vigny—Le cor.
Hugo—Waterloo.
Lamartine—L'automne.
Musset—La nuit de mai.
Gautier—Premier sourire du printemps.
De Lisle—Le sommeil du condor.

Prose:

Balzac—Eugénie Grandet.
Bourget—Le sens de la mort.

(*b*) La versification: Règles principales développées par l'analyse de morceaux choisis; la valeur de certaines voyelles et consonnes pour exprimer des sons graves, des sons aigus, etc. Étude particulière du sonnet.

Livres de Référence:

Modèles français (III, Seconde) par Edmond Procès.
L'art des vers—Auguste Dorchain.

GROUP II

English Reading

Introductory: The processes involved in reading; the relation of ideas to symbols; the associations of visual, auditory, and motor images in reading; conditions of the formation of accurate visual and auditory impressions; constant necessity for connecting the printed word directly with the idea.

The function and value of silent reading, sight-reading, elocution.

Methods: The various methods of teaching beginners; advantages and disadvantages of each; methods of beginning English reading with French-speaking pupils; necessity of clear understanding, clear articulation, accurate pronunciation, expressive utterance; correlation with early language work; use of the blackboard in early stages; when to introduce the Primer; devices for securing rapid word recognition and for fixing attention on the thought and feeling as well as upon the word forms in the earlier stages; means of securing natural, expressive reading; the place and limitation of imitative reading; common faults on the part of both pupil and teacher and how to correct them; criticism by teacher and by pupils.

Change in purpose and methods of reading as determined by the development of the pupil's experience and powers; the necessity for giving attention to expression in all stages; expression to be based on impression; the objects of advanced reading; methods of developing in pupils the reading habit and of creating and fostering a taste for good literature.

The mechanical side of oral reading; correct pronunciation and distinct articulation, with suitable tone, pitch, inflection, movement and pause.

Intelligent and intelligible natural reading; the principles to be learned incidentally and summarized at the close of the course; exercises in breathing, articulation, and vocalization; the foregoing extension of the course to be taken up as set forth in *The Ontario High School Reader.*

Books of Reference:

Ontario Teachers' Manuals: *Primary Reading; Ontario Readers, Books II, III, IV.*

The High School Reader.

English Spelling

The course includes the following topics:

Introductory: Value of spelling; nature and origin of the peculiarities of English orthography; causes of incorrect spelling and the difficulties experienced by pupils in learning to spell.

Methods: Necessity for teaching, not merely testing, spelling; the various methods of teaching spelling; the adaptation of each to the nature of the words and to the mental characteristics of the individual; phonic exercises, word-building and derivation in relation to spelling; syllabication; the place of transcription and dictation; checking and correcting errors; value of rewriting; prevention *versus* correction; the character of drill and review exercises; methods of varying the recitation; value of rules.

Principles of selection of material; grouping of words; incidental spelling; uses of the dictionary and of the spelling book.

Book of Reference:

Ontario Public School Manual: *Composition and Spelling.*

Lecture Française

Le rôle important que joue la lecture dans l'acquisition des idées; le développement du sens esthétique et du sens moral par les bonnes lectures; importance de la lecture pendant la période postscolaire.

Ce que comprend l'art de lire—l'aspect mécanique et intellectuel: principes à observer dans le choix des sujets de lecture.

Méthodes de lecture chez les petits: les mots-clés, importance, choix, enseignement comme mots entiers, syllabation; exercices intéressants favorisant la retention des syllabes et des mots; la lecture expressive, comment l'obtenir dès le début; la lecture d'historiettes ou de courts récits intéressants; importance

de la lecture supplémentaire dès que l'enfant commence à lire couramment; choix de livres faciles et intéressants pour lecture supplémentaire; corrélation entre la lecture, l'écriture, et l'orthographe: la lecture dans la correction d'une prononciation défectueuse; la lecture individuelle et collective; exercices d'application aux leçons de lecture.

La lecture dans les cours plus avancés; qualités d'une bonne lecture orale—prononciation, inflexions, ton, pauses, liaisons; fautes ordinaires de prononciation et comment les corriger; le ton naturel de la conversation et les inflexions; comment introduire ce ton naturel dans la leçon de lecture; comment habituer l'enfant à faire les pauses nécessaires; les liaisons, nécessité de surveiller le langage parlé.

La leçon de lecture: travail préliminaire—(1) étude littéraire du morceau, (2) exercice de prononciation des mots difficiles, (3) lecture silencieuse par les élèves; la critique de la lecture, le but à atteindre, la méthode à suivre; nécessité d'éveiller chez l'enfant les sentiments exprimés par le morceau; la matière à couvrir en une leçon; la lecture imitative, dangers, conditions exceptionnelles justifiant son emploi.

La lecture supplémentaire: importance; la bibliothèque scolaire, comment se la procurer, comment s'en servir; étude de quelques livres pouvant intéresser les élèves des différents cours (voir circulaire 73).

N.B.—Chaque élève devra se procurer Le Premier Livre de Lecture (Première Partie), approuvé par le Ministère de l'Instruction Publique et faire une étude sérieuse des méthodes suggérées dans l'appendice de ce livre.

Livres de Référence:

Comment on prononce le français—Martinon.
L'Art de la lecture—Legouvré.
L'Art de bien dire—Dupont-Vernon.
Récits à dire et comment les dire—Jean Blaise.

Orthographe Française

But de l'enseignement de l'orthographe; importance au point de vue pratique.

Sortes d'orthographe: Orthographe de règle qui exige une connaissance de la grammaire; orthographe d'usage où la mémoire joue un rôle important.

Les premières leçons d'orthographe: Mots phonétiques du syllabaire aussitôt que l'élève commence à écrire, suivis de petits mots quelquefois non phonétiques mais nécessaires à la construction de petites phrases comprises des élèves. Premiers éléments de la grammaire introduits graduellement dans la leçon d'orthographe. Leçons courtes mais journalières.

Caractère de l'enseignement de l'orthographe dans les cours avancés: Intuition, raisonnement, répétition; la dictée; longueur, difficultés, vocabulaire. Préparation; présentation et étude des difficultés possibles au point de vue de l'ortho-

graphe de règle et de l'orthographe d'usage; la recherche des fautes; la correction des fautes; la syllabation dans l'enseignement de l'orthographe; révisions; concours; importance de la transcription bien faite dans l'enseignement de l'orthographe; enseignement formel et enseignement occasionnel de l'orthographe; corrélation avec les autres matières; usage du dictionnaire; familles de mots; étymologie.

N.B.—Le professeur fera, avec les élèves, une étude des deux nouveaux manuels "Orthographe française," autorisés par le Ministère de l'Instruction publique pour les élèves des écoles primaires.

Livres de Référence:

Traité de pédagogie—Carré et Liquier.
Méthodologie générale et spéciale—Ross.
Méthodologie spéciale—F.E.C.

Nature Study

Methods: Nature study as a method; special characteristics of a typical nature study lesson; uses and limitations of records of observations; directions for conducting school excursions; the study of typical topics dealing with materials of nature study and illustrating methods of presentation in all grades; the great importance of relating feeling to knowledge in nature study work.

Selection of material for pupils of different grades and for varying conditions in rural and urban schools; uses and limitations of books, pictures, models, collections, etc.; supplementary materials such as stories and poems.

School gardens as a phase of nature study work; directions for the planning, planting and care of school gardens.

Frequent excursions for the purpose of studying and collecting materials in their rural environment.

Books of Reference:

Ontario Teachers' Manual: *Nature Study.*
Hodge: Nature Study and Life.
Dearness: How to Teach Nature Study.
Silcox and Stevenson: Nature Study.
Scott: Nature Study and the Child.

Writing

Methods: Various styles of penmanship, their advantages and their disadvantages, their points of excellence, and their relative importance; the child's difficulties in mastering writing; the earliest lessons and the work preliminary to formal writing; the steps in the lessons and the standards in the intermediate and the senior grades; the materials to be used; the various writing movements and their value; relation of teaching lessons to home or seat exercises; right posture

and penholding; the eye and its control of penmanship; importance of good writing materials; formal drills; value, management; various forms of movement drills, the best organization of these exercises; counting, its purpose, its use; relations of speed and accuracy; letter groups on the basis of movement; the chief defects in children's penmanship, their causes, the necessity for prompt detection and thorough correction; individual *versus* class errors; uniformity of attainment in a class, its value, how fostered; prevention of scribbling; observing the conventional letter forms throughout the grades; economizing time; use of standard charts for judging writing.

Book of Reference:

Ontario Public School Manual: *Writing.*

Art

Methods: The development of each division of the subject through the different Forms, with due consideration of the underlying principles which it is expedient to teach in each Form; the interrelation of the different divisions of the subject; the selection and organization of the subject matter in each division from the standpoint of lesson presentation; methods of presentation, mediums, and modes of expression suited to the different forms; the use and value of drills and their proper time and place; the discussion of difficulties and ways and means of obviating these; points to be considered in the valuation of drawings; methods of examination; class criticisms and the selection of good examples of pupils' work for future use as illustrative material; the collection, preparation and organization of illustrative material; necessary materials and apparatus and their use and care; the selection, preparation, and care of specimens and models; useful accessories and helps.

Representation: Appropriate mediums and modes of treatment for the following: specimens from nature such as grasses, twigs, flowers and other part of plants, and such common objects as brooms, saws, shovels; trees and simple landscapes; birds, animals, or insects; spherical cylindrical, and rectangular solids, or other objects through which the principles of freehand perspective may be observed; simple groups of objects.

The illustration of games, occupations, events, nursery rhymes and stories; drawing from the pose; practice in rapid drawing on the blackboard with white and coloured chalks.

Colour: The solar spectrum; the six standard colours, with their intermediate hues; the three properties of colour, with scales exemplifying these; the making and applying of uniform and graduated washes of colour; monochromatic, complementary, analogous and dominant harmonies, and their use in decorative compositions and designs, and also in problems relating to life, such as the choosing of suitable colour schemes for dress, house furnishing, and school-room decoration.

Decorative Design: The sources of design; the laws that underlie good design; the making of borders, all-over patterns, and other surface patterns, and their application to appropriate constructed objects.

Lettering: The principles of good lettering; single line capital letters; Roman capitals; small (or lower case) letters; the use of letters in titles, mottoes and posters.

Composition: A study of the principles of good composition in the arranging of specimens and models, and in the size, spacing and placing of drawings.

Picture Study: The critical study of a few masterpieces from the standpoints of handling, composition, and the thoughts conveyed by the artist.

Handwork: The following phases of handwork are to be included as part of the work in Art:

Typical forms of constructive work adapted to the capacities of pupils in Forms I, II and III, including weaving, elementary paper and cardboard work and modelling.

Books of Reference:

Ontario Teachers' Manuals: *Art, Manual Training.*
Manual Arts Drawing Books.
Parallel Course Drawing Books.
Applied Arts Drawing Books.
Graphic Drawing Books.
Caffin: A Child's Guide to Pictures.
Emery: How to Enjoy Pictures.
Koch: Pencil Sketching Portfolio.

Vocal Music

Systems: A practical knowledge of recognized systems of teaching the tonic sol-fa and staff notations; the relative importance of the staff and tonic sol-fa systems and the grading of musical studies.

Notation: Elements of notation, both tonic sol-fa and staff, the formation of the major and minor diatonic scales; elements of modulation and transposition.

Vocal Physiology: Comparison of abdominal, intercostal, and clavicular breathing; the larynx; action of the vocal cords in the production of the various vocal registers; influence of the mouth and nasal cavities on vocal resonance and vowel quality.

Tune: Practice in singing from the staff and tonic sol-fa modulators; intervals of moderate difficulty contained in the major diatonic scales; modulation from any given key to the relative minor, and its dominant and subdominant.

Ear Training: Development of the power to recognize by ear, and to transcribe the tonal and rhythmic elements of short musical phrases, when sung or played.

Voice Culture: Practice in correct tone production; vowel formation; enunciation of consonants; breath control; correct intonation; and the equalization of the various registers of the voice.

Songs: The study of songs suited to the requirements of pupils in all grades, with special attention to development of power in musical expression; the study of part songs of recognized merit, arranged for adult voices; use of the phonograph.

NOTICE—Teachers-in-training who, from any cause, consider themselves incapable of learning to sing should present their claims to the teacher of music at the beginning of the session. For such teachers-in-training special instruction, if likely to be effective, will be provided, adapted to their needs. The written examinations, however, are compulsory for all students. If a candidate is unable to teach music this fact is stated in the certificate.

BOOKS OF REFERENCE

Cringan: *The Educational Music Course.*
Cringan: *Teacher's Handbook of Tonic Sol-fa System.*
Curwen: The Standard Course.
Curwen: The Teacher's Manual.
Hardy: How to Train Children's Voices.
Mason: How to Teach the Staff Notation.
Hulbert: Breathing for Voice Production.
Ham: Elementary Harmony.

Hygiene

School Hygiene: School sanitation, common facts of bacteriology, general instructions for the detection of common communicable diseases; modes of preventing the spread of these diseases; the sanitary provisions of *The Ontario Public Health Act and Regulations*, so far as they pertain to pupils, teachers and school boards.

Personal Hygiene (with the necessary minimum of anatomy and physiology): Framework of the body: spinal curvature, its cause; digestive system; foods; care of teeth; saliva. Physiology of respiration and circulation; skin and other depuratory organs; hair, nails, bathing, clothing, etc.; muscles; the relation of exercise to health. Brain and nervous system; relation of mind to body; mental exercise; study; rules regarding mental work; irregular work and overwork; mental strain and worry. Effects of alcohol, tobacco, etc., on organs and functions.

Myopia and presbyopia; affections of the eye by improper school accommodations; colour blindness; tests for defective eyesight. Ear, throat, and nose troubles causing dullness in pupils; tests for defective hearing and breathing.

Accidents and Emergencies: First aid in such cases as fainting, suffocation, drowning, hemorrhage, fractures and dislocations, venomous stings, poisoning, frost-bites, sunstrokes and heatstrokes, burns, bandaging.

NOTE—Certain of the foregoing topics are included also under others of the professiona courses; they should be reviewed in this connection.

BOOKS OF REFERENCE:

Ontario Public Health Act and Regulations.
Bailey & Coleman: First Book of Biology. (Part on Human Biology.)
Gulick Series: Good Health, Emergencies, Town and City, Body at Work, Control of Body and Mind.
Health Series of Physiology and Hygiene; Health Habits, Health and Cleanliness, The Body in Health, Making the Most of Llfe.

Physical Culture

The course includes the following topics:

Effects of physical culture; its hygiene; general directions for exercises; simple exercises and positions; marching, running, jumping, and breathing exercises; the arrangement of the class (order movements); order and progression of exercises; as many as practicable selected physical exercises in Series A, B, and C of tables 1-72 of *The Syllabus of Physical Exercises for Schools;* supplementary physical exercises; abdominal exercises, skipping exercises, dancing steps, indoor and outdoor games; class-room exercises, dress suitable for the exercise; calisthenics and drill.

Books of Reference:

The Syllabus of Physical Exercises for Public Elementary Schools.
Barton: Physical Training, including Athletics and First Aid to the Injured.
Bancroft: Games for the Playground, Home, School and Gymnasium.
Kimmons: Guild of Play Book. Parts 1, 2 and 3.